

DOCUMENT RESUME

ED 102 339

CE 003 040

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TITLE The Ohio Career Development Program: Concepts, Terms and Definitions for Inservice Education.
INSTITUTION Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
PUB DATE May 74
NOTE 29p.; Color page altered to make it reproducible; For other documents relating to the Ohio Career Development Program see CE 003 041-2

EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE
DESCRIPTORS *Career Education; Conceptual Schemes; *Definitions; *State Programs
IDENTIFIERS *Ohio Career Development Program

ABSTRACT

The concepts, terms, and definitions as stated indicate the current level of conceptualization and implementation of the Ohio Career Development Program--a Statewide program for grades K-10. The concepts explained are: the career education program in Ohio, career orientation, career exploration, self, individual and environment, world of work, economics, education and training, employability and work adjustment, and career decision making. Thirty-two career development terms are defined in short paragraphs. The 10-page appendix includes the U. S. Office of Education job clusters; a cubistic view of the Ohio career development program model; conceptual framework parameters; a working model for writing behavioral objectives; and three examples of developmental, behavioral, and program objectives for self. (AG)

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THE OHIO CAREER DEVELOPMENT PROGRAM

CONCEPTS, TERMS AND DEFINITIONS

FOR INSERVICE EDUCATION

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May, 1974

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THE OHIO CAREER DEVELOPMENT PROGRAM

**CONCEPTS, TERMS AND DEFINITIONS
FOR INSERVICE EDUCATION**

Preface

The purpose of this product is to provide educators, responsible for preservice and inservice education related to career education, with a concise and comprehensive dictionary of concepts and terms which reflect and serve the purposes of the Ohio Career Development Program.

The concepts, terms and definitions in this dictionary indicate the current level of conceptualization and implementation of the Ohio Career Development Program. It must be recognized that due to the rapid development of career education, the terms and definitions will need frequent updating and refining.

It is hoped that this document will be a valuable contribution to the continuing development of career education programs in Ohio schools.

AN OVERVIEW OF OHIO'S CAREER DEVELOPMENT PROGRAM

In the late 1960's the Ohio State Department of Education, and in particular the Division of Vocational Education, recognized the need of career education for the students of Ohio. The Division of Vocational Education took the initiative in gathering together funds and in stimulating local support for the design and implementation of career education projects.

After several years of exploring three kinds of career education projects-- one for students in grades kindergarten through 6, one for junior high school students in grades 7 and 8, and one for high school students in grades 9 and 10-- the Division decided to combine all projects in grades kindergarten through 10 under one umbrella called the Career Development Program. In the spring of 1972, thirty-nine school districts submitted proposals to the State for implementing articulated career development programs for grades K-10. The first year of the Ohio Career Development Program officially began when twenty districts were selected and started in September, 1972. For the 1972-73 school year these 20 programs involved 128,769 students K-10 which comprised approximately 6 percent of Ohio's public school student population. In September of 1973, the Ohio program was expanded to 24 school districts. For the 1973-74 school year these 24 programs involve 148,374 students which comprises approximately 7 percent of Ohio's public school student population.

It is the goal of the Division of Vocational Education, State Department of Education, to provide a Career Development Program to all of Ohio's two million students by 1983.

Ohio's Career Development Continuum

CAREER EDUCATION is a comprehensive educational program designed to provide students with the necessary information and developmental experiences to prepare them for living and working in society. It combines the efforts of home, school and community and reaches from preschool through adulthood.

The entire career education concept is based upon the theory that vocational maturity can develop at the same time as, and in ways similar to, the development of each student's self-concept. Because these simultaneous patterns of development consist of a broadening awareness of self and the world of work, the Ohio Department of Education depicts the process of career education as being of linear design. The graphic representation, shown in Figure I, is presented to aid school personnel in undertaking this approach. The reverse side of Figure I defines Career Education as it is being developed in Ohio and contains a simplified description of the phases which comprise a total career development program.

Ohio's K-10 Career Development Program

The OHIO CAREER DEVELOPMENT PROGRAM is that part of the total Career Continuum Program designated K-10, including Career Motivation from K-6, Career Orientation from 7-8, and Career Exploration from 9-10. These programs prepare the student to make choices for vocational or pre-professional preparation in grades 11-12.

A description of the major objectives and activities that occur at each of the three components of the Career Development Program follows:

CAREER MOTIVATION (KINDERGARTEN - GRADE 6)

The goals of this phase of the developmental continuum are to help children develop an awareness of themselves, the world of work, and their place in the world of work; to help students develop an appreciation for all work; and, to help students develop motivation to be a part of the world of work. The K-6 Career Motivation Program is based on the belief that every healthy individual is at work at something. Work, at this level, is defined as accepting responsibilities which require that tasks be completed. These activities may be engaged in by a child either at home or in school. Thus, the Career Motivation Program has special meaning for the child in his development as a person. Through its framework, students are afforded opportunities to develop a sense of personal industry, as opposed to developing a sense of inferiority; and, through these experiences, they, hopefully, begin to sense the power of their will and their own efforts as individuals.

OHIO'S CAREER DEVELOPMENT CONTINUUM

OHIO STATE DEPARTMENT OF EDUCATION · DIVISION OF VOCATIONAL EDUCATION

GRADE LEVEL

K-6

7-8

9-10

11-12

POST SECONDARY

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Special Programs for Disadvantaged and Handicapped Students

O.W.A.
age 11-15

O.W.E.
age 16 → up

Occupational lab
age 14 → up

Educational Programs
to Provide an Employable
and Well Adjusted Citizen

UNEMPLOYMENT
JOB
EMPLOYMENT

CAREER EDUCATION IN OHIO

Career education is a continuum in education that provides experiences to help individuals make wise career choices, prepare for employment and extend career development throughout life. Career education for choice seeks, through the curriculum, to help all youth build positive self concepts, become motivated toward the world of work, receive an orientation to the many job opportunities available, and explore several occupations consistent with individual interests and abilities in order to help youth better plan for and benefit from pre-professional or vocational education. The preparatory for employment component of career education provides for pre-professional instruction leading to further education and vocational education, technical education, and professional education leading to successful entry and advancement in an occupation of personal choice. Career education through life provides for training, retraining and upgrading instruction throughout an individual's life which is consistent with the technology of the world of work and the individual interests and needs of out of-school youth and adults.

The successful career education program combines the efforts of the home, school, and community to prepare youth for successful entry into the world of work. A total career education program consists of the following phases:

1. A total *Family Life Program* within the school curriculum with special emphasis for disadvantaged people to help improve the care and motivation of pre-school children and assure a more positive impact of the home on the needs of school age youth.
2. A *Career Motivation Program* for all youth in kindergarten through Grade Six which develops a positive attitude toward the world of work, inspires respect for all work and creates a desire to be a part of the world of work.
3. A *Career Orientation Program* in Grades seven and eight which provides all youth the opportunity to become aware of the many occupations open to those who prepare for them.
4. A *Career Exploration Program* in Grades nine and ten, or age fourteen and fifteen, which provides all youth with the opportunity to examine and gain firsthand experiences with several career opportunities consistent with individual interests and abilities.
5. An *Occupational Work Adjustment (OWA)* for drop-out prone fourteen and fifteen year olds which uses work as an adjustment process to prove to them they are worth something and to encourage them to stay in school and make wise choices of a vocational program at age sixteen.
6. A *Career Preparation Program* for youth age sixteen and above which includes:
 - A. a comprehensive vocational education program at the secondary and post-secondary levels which provides job skills and technical knowledge and develops work habits and attitudes in preparation for employment in semi-skilled and skilled occupations.
 - B. a comprehensive pre-professional education program which provides knowledge and foundations in preparation for professional education beyond high school.
 - C. an *Occupational Work Experience (OWE)* for drop-out prone boys and girls sixteen years of age and older to prepare them for employment through a cooperative type program.
 - D. a post-secondary technical education program which provides technical knowledge and experiences in preparation for employment in para-professional occupations.
 - E. a professional education program which provides the knowledge and experiences for employment in the professions.
7. A *Career Training, Retraining and Upgrading Program* for out-of-school youth and adults which provides the opportunity throughout adulthood to train, retrain and upgrade skills as technology changes and societal and individual needs and desires dictate.

CAREER ORIENTATION (GRADES 7-8)

This stage builds upon career motivation and, again unifies and focuses school curriculum around a career development theme. The goal of this stage is to help students develop an understanding and attitude about jobs, self and society. Through various types of in-school and community-based involvement, students look at the nature of jobs, educational requirements for jobs and the labor market projections for future employment. Through a large number of such experiences, each related to school subjects as well as to career clusters (see Appendix A), students begin to evaluate their own interests, abilities, values and needs in light of the career areas they investigate.

CAREER EXPLORATION (GRADES 9-10)

The Career Exploration phase of the developmental continuum builds upon the attitudes and knowledge about work emphasized in the motivation and orientation programs. Again, in relation to the school program, the goal is to provide all students with the opportunity to examine and gain firsthand experiences with several career clusters consistent with his individual interests and abilities. These experiences can take place in in-school laboratories, area vocational centers, business, industrial, professional and other community facilities. These "in-depth" experiences will assist students in choosing appropriate curriculum for grades 11 and 12. This curriculum will be chosen based on whether the student wants, (1) intensive job preparation to be used immediately upon high school graduation, (2) preparation for post-secondary education and training other than four-year college, or (3) preparation for a four-year (or longer) period of study in college.

The Developmental Areas of Career Development

In Ohio, Career Development is not taught as a separate subject. It is integrated within all curriculum areas and involves more than just learning about jobs. Therefore, the following seven developmental areas or elements have been identified in the Ohio Career Development Program:

- 1) Self
- 2) Individual and Environment
- 3) World of Work
- 4) Economics
- 5) Education and Training
- 6) Employability and Work Adjustment
- 7) Career Decision Making

Each element represents a complex area where career education learning can and should occur. They present one coherent, logical method of directing career education into manageable parts (See Appendix B).

The following is a description of the goals of the seven developmental areas:

SELF

This component is designed to help the student develop knowledge about himself; knowledge pertaining to his attitudes, feelings, perceptions and evaluation of himself. The Self component involves the student in a planned and sequential process of self-assessment and self-evaluation of his interests, aptitudes, achievements and values. Some of the activities associated with this component are group and individual counseling, test interpretation, group guidance procedures and the use of such guidance techniques as role playing, open-ended discussions and self-reports. As the student comes to realize who he is and what he is like, he will be better able to establish relevant personal, social and career goals consistent with his own unique value system.

INDIVIDUAL AND ENVIRONMENT

This component is designed to develop an understanding of the individual in relation to his environment. It provides the student with insights into: why people work, how environments keep people producing, the relationship between the individual and work and between the environment and work, how people use and modify environments and their resources. The Individual and Environment component helps the student understand his role in the home, school, community and work. The major goal is to understand the role each person plays and how he plays that role.

WORLD OF WORK

The World of Work component includes content related to the nature of work, the scope and nature of occupations, methods of studying and classifying occupations and perceptions related to work values. The goal of this element is to expand the student's awareness about work, careers, associated life styles, rewards, leisure time, working conditions, and the education and training requirements of some careers. In this area, the student is assisted in understanding the broad range of careers which are available as they serve him, the community, or society at large. Particular consideration is given to new and emerging occupations. He is also assisted in learning what is involved in the development, growth, behavior, training and rewards of persons engaged in specific occupations. From this broad understanding of the world of work, the student is motivated to participate in his current world of work and to gradually engage in active career exploration and preparation which leads to the selection of an appropriate role or roles within the world of work.

ECONOMICS

The goal of the Economics component is to assist the student in developing an understanding of the economic process. This process involves employing human and non-human resources to produce goods and services to meet human needs. This component emphasizes both the earning of income as a worker and the disposition income (saving, spending, money management) as a consumer. To be successfully involved in our economic system as a wage-earner, the student must under-

stand the knowledge of salary ranges, the costs and benefits of future education or training, the influences of supply and demand on the job market and an understanding of how productivity and income growth causes changes in employment.

EDUCATION AND TRAINING

The Education and Training component is designed to assist the student to develop an awareness of the relationship between education and training and the life roles assumed by himself and others. From this basic educational awareness, the student continues to develop and refine a thorough understanding of the part education and training plays in relationship to the present world of work and the changing world of work in which he will assume a more complete productive participation. The student will also come to recognize the need for specific education and training for specific career roles. The student is exposed to all forms of education and training, including but not limited to: on-the-job training, high school vocational programs, colleges, community colleges and technical schools and apprenticeship schools.

Through developing an understanding of the relationship between education and training and life roles, the student is able to combine knowledge of himself as a participant in education and training, his learning style, pace capabilities and capacities, and the ability to select and evaluate educational avenues for the development of his career plans.

EMPLOYABILITY AND WORK ADJUSTMENT

This component is designed to help students develop those patterns of behavior necessary to enter, maintain and to progress in a career. This component can be divided into the following six skill subtopics:

- interpersonal relationship skills needed to function in a job,
- adaptability skills needed to adjust to changing jobs and job requirements,
- basic educational skills including reading, writing and arithmetic,
- job skills to perform entry level tasks, to grow with the job and to make transfers to other job areas, if necessary,
- job seeking skills to attain employment commensurate with abilities and training, and
- industrial discipline on the job, attitudes and work habits needed to remain and progress in an occupational area.

CAREER DECISION MAKING

Career Decision Making is, in reality, not a separate component but a process that encompasses all of the developmental areas. The goal of this component is to assist the student in developing increasing skill and experience in the rational process of decision making, practice making decisions and come to accept the responsibility for the outcomes of his decisions.

In order to make a wise career choice, the goals of the student must be defined and possible alternate solutions considered. After collecting relevant information and examining the consequences of the alternatives, the goals and alternatives should be re-evaluated. The results can then be generalized to meet new problems and/or situations.

Definition of Career Development Terms

CAREER EDUCATION

A comprehensive educational program designed to provide students with the necessary information and developmental experiences to prepare them for living and working in society. It combines the efforts of home, school and community and reaches from preschool through adulthood.

CAREER DEVELOPMENT

A lifelong process which involves a series of experiences, decisions, and interactions, and which, taken cumulatively, results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

CAREER GUIDANCE

The utilization of techniques including individual, group counseling and a variety of media for the dissemination of occupational information, and modifications of existing curriculum to meet student needs. Career guidance assists the student in career planning and decision-making; enables the student to view life styles and personal satisfactions; and investigates education, work and leisure alternatives.

OHIO CAREER DEVELOPMENT PROGRAM

That part of the total Career Continuum Program designated K-10, including Career Motivation from K-6, Career Orientation from 7-8, and Career Exploration from 9-10. These programs prepare the student to make choices for vocational or pre-professional preparation in grades 11-12.

CAREER MOTIVATION

The K-6 component of the Ohio Career Development Program which provides activities infused into the instructional program to develop a positive attitude toward the world of work, inspire respect for all work and workers and create a desire to become part of the world of work.

CAREER ORIENTATION

The 7-8 component of the Ohio Career Development Program which provides all students the opportunity to become aware of the many occupations open to those who prepare for them. Through such activities, each related to subject matter areas, students will be exposed to the wide variety of occupations as identified in the fifteen U.S.O.E. job clusters.

CAREER EXPLORATION

The 9-10 component of the Ohio Career Development Program which provides all students with the opportunity to gain first hand experiences with several career opportunities consistent with individual interests and abilities.

DEVELOPMENTAL AREAS OF CAREER DEVELOPMENT

Seven areas of educational experiences which constitute a good summary of the basic conceptual elements of career education. Each element represents a complex area where career education can and should occur. These are:

- Self
- Individual and Environment
- World of Work
- Economics
- Education and Training
- Employability and Work Adjustment
- Career Decision Making

CONCEPTUAL FRAMEWORK PARAMETERS

The essential components for guiding the implementation of career development programs into educational programs. The Conceptual Framework Parameters for Ohio Career Education Program Development (See Appendix C) serves as a broad set of guidelines for program development.

RATIONALE

The belief systems upon which an educational program is based. It is the broadest guideline for program development and provides the theoretical base upon which goals, objectives and activities can be developed.

GOAL

An end toward which educational effort is directed. In the Ohio Career Development Program the general goals under consideration are Educational Goals, Career Goals and Personal-Social Goals, with specific emphasis focused on Career Development.

INDIVIDUAL DEVELOPMENT

A major conceptual parameter of a total Career Development Program consisting of those developmental objectives, behavioral objectives, and activities designed to act upon the developmental needs of the individual.

DEVELOPMENTAL OBJECTIVES

The broad, generally stated, overall objectives for the individuals in the program. They are not intended to be measureable, but only to give direction to the scope, sequence and level of the program (See Appendix B).

LEVELS OF DEVELOPMENTAL OBJECTIVES

Developmental objectives are written at three levels: knowing, accepting and affirming. These three levels correspond to the levels of awareness, appreciation and motivation, or cognitive, affective and psychomotor. These levels represent a sequence by which a person becomes aware of himself or his environment, internalizes and acts out what he learns.

BEHAVIORAL OBJECTIVES

Clearly indicates what the student who has achieved the objective will be able to do. In addition, the objective specifies in measureable terms the conditions under which the student is expected to perform and the extent or degree of excellence associated with mastery or achievement (See Appendix D).

TAXONOMIES OF BEHAVIOR

Refers to the cognitive, affective and psychomotor domains, each of which has a hierarchy of variables from simple to complex.

COGNITIVE DOMAIN

That domain dealing with recall and recognition of facts as they pertain to the following six variables:

1. Knowledge--involves the recognition and recall of facts and specifics.
2. Comprehension--the learner interprets, translates, summarizes, or paraphrases given material.
3. Application--involves the use of material in a situation which is different from that situation in which was originally learned.
4. Analysis--involves separating a complex whole into its parts, until the relationship among the elements is made clear.
5. Synthesis--involves combining elements to form a new original entity.
6. Evaluation--involves acts of decision-making, judging, or selecting based on a given set of criteria. (These criteria may be objective or subjective.)

AFFECTIVE DOMAIN

That domain dealing with feelings, valuing as characterized by the description of the following variables:

1. Receiving--the learner is aware of or is passively attending to certain phenomena and stimuli (i.e., listening).
2. Responding--the learner complies to given expectations by attending or reacting to certain stimuli or phenomena (i.e., interests).
3. Valuing--the learner displays behavior consistent with a single belief or attitude in situations where he is not forced to comply or obey (i.e., internal commitment consistent with external behavior).
4. Organization--the learner is committed to a set of values as displayed by his behavior (i.e., successful internalization of values).
5. Characterization--the total behavior of the learner is consistent with the values he has internalized (i.e., philosophy of life--totally behaving as you believe).

PSYCHOMOTOR DOMAIN

That domain dealing with manipulation and performing of observable skills to a degree or proficiency as characterized by the description of the following five variables:

1. Perception--involves the sensory reception of stimuli, e.g., hearing sounds and words, seeing forms and actions, touching or feeling texture, tasting, smelling. Tends to build sensory awareness.
2. Imitation--duplicating an action or behavior in response to perceived stimuli. The individual can display the sensory and motor actions required to repeat an act. Tends to build skill conformity.
3. Manipulation--using sensory and motor actions to respond in an analogous or similar situation in which it was imitated. Shows coordination of sensory and action skills. Tends to build skill recognition.
4. Performance--the individual functions or operates independently of manipulation. Applies sensory and motor skills as a matter of habit or matter of intent. The individual can function in a variety of situations dissimilar to those of manipulation. Tends to build skill independence.

5. Perfection--the individual exhibits a high degree of sensory and motor skill, expertise, sensitivity, and artistry in his performance. Tends to exhibit high level capabilities.

CAREER DEVELOPMENT ACTIVITIES

Planned, curriculum based experiences which provide for the student's career development. They are dictated by developmental and behavioral objectives and comprise the student's learning situation.

LEVELS OF ACTIVITIES

Classification of activities by three main levels--Vicarious, Simulated, and Experiential. Each level provides a higher degree of reality testing than the previous.

Experiential

Work/Task Experiences - Group and Independent
Guided/Directed Activities
Use of Learning/Task/Job Tools
Work Setting Observations
Projects
Field Trips

Simulated

Simulated Work Environment
Interest Centers
Class Library
Art/Crafts Corner
Workbench
Math/Reading Centers

Storage Areas
Exploration/Observation Center
Sandtables
Water Play Areas
Schoolgrounds

Simulated Work Situations
Gaming
Role Playing
Dramatization
Pantomime

Rhythms
Puppetry
Individual Skill Activities
Planning/Discussion Groups

Computer Based Activities

Interviews with Experts

Application, Testing Activities
Experiments
Puzzles
Projects

Inventions
Constructions
Problem-Solving Activities

Vicarious

Audio Visual Aids

Films, Filmstrips, Loopfilms
Slides
Camera, Photographs
Study Prints, Pictures
Cartoons
Tapes
Transparencies
Artifacts/Realia
Models, Reproductions

Television, Radio
Bulletin Boards
Chalkboard
Flannelboards
Dioramas, Murals
Exhibits, Displays
Collections, Hobbies
Mobiles
Recordings

Publications

Books
Posters
Newspapers
Charts, Diagrams, Graphs

Diaries, Scrapbooks
Brochures, Monographs
Magazines, Journals
Telephone Directory

PROGRAM DEVELOPMENT

A major conceptual parameter of a total Career Development Program consisting of those program objectives, strategies and activities which specify what the program will provide to intervene or act upon the developmental needs of the individual.

PROGRAM OBJECTIVES

Those objectives which specify actual program components, resources, learning activities and personnel considered essential to the attainment of individual program objectives.

PROGRAM STRATEGIES

Those methods of instruction and teaching skills that have been identified as necessary to successfully teach career development activities and implement career development programs.

OUTCOMES

These represent the far-reaching goals of the program and are described in two dimensions--Optimum Individual Outcomes and Optimum Program Outcomes. These outcomes differ from evaluation outcomes which are interspersed throughout the program.

INTEGRATION

The process of fusing current discipline goals and content with career development goals and content to deliver a comprehensive career development program.

WORK

To perform or carry through a meaningful task with responsibility to a satisfactory completion.

TASKS

A logically related set of actions required for the completion of a job objective.

OCCUPATION

The principal means by which individuals perform in one's life work.

CAREER IDENTITY

Integration of perceptions of self with meaningful career choice.

LEISURE

Freedom from required effort. It may be filled with activity which has its reward in the doing rather than in the end product. Leisure is non-employed activity and is often called play. It is frequently associated with the terms "amusement" and "recreation."

GUIDANCE PROGRAM

A coherent system of coordinated services which provide a developmental continuum from grades K-12 to facilitate a student's educational, personal and career development.

APPENDIX A

THE FIFTEEN UNITED STATES OFFICE OF EDUCATION JOB CLUSTERS

The United States Office of Education has developed the job clusters or job families as a means of classifying jobs. Almost all careers can be classified in one of the following clusters:

Agri Business and Natural Resources

Environment

Health

Marine Science

Communications and Media

Business and Office

Marketing and Distribution

Public Service

Transportation Service

Personal Service

Consumer and Homemaking Education

Hospitality and Recreation

Fine Arts and Humanity

Manufacturing

Construction

APPENDIX B

A CUBISTIC VIEW OF THE OHIO CAREER DEVELOPMENT PROGRAM MODEL

The diagram presented in Figure 2 provides an additional vantage point from which one can view the contents of this publication. This geometric representation of the Ohio Model utilizes a chronological continuum divided into three levels: elementary school; middle school or junior high school; and senior high school. The horizontal dimension includes seven career development program areas: individual and environment; world of work; self; education and training; employability and work adjustment; economics and vocational decision making. The third dimension includes three levels of developmental objectives: knowledge, acceptance and affirmation.

The advantages of viewing the Ohio Model in this manner are those of comprehending relationships and focusing upon specificity. Each cell can be seen in relationship to the other cells in terms of grade level, developmental area and developmental objective level. Thus, the career development program planners and/or the program implementers can keep aware of the relationships between grade levels, between grade levels and the seven career development program components, and among developmental objective levels at each grade level for each component. It is precisely this kind of awareness and knowledge that is essential if program objectives or interventions are to be directed at appropriate targets. Figure 3 indicates the relationship of behavioral objectives and program objectives. The diagram illustrates how one cell can be pulled out for examination.

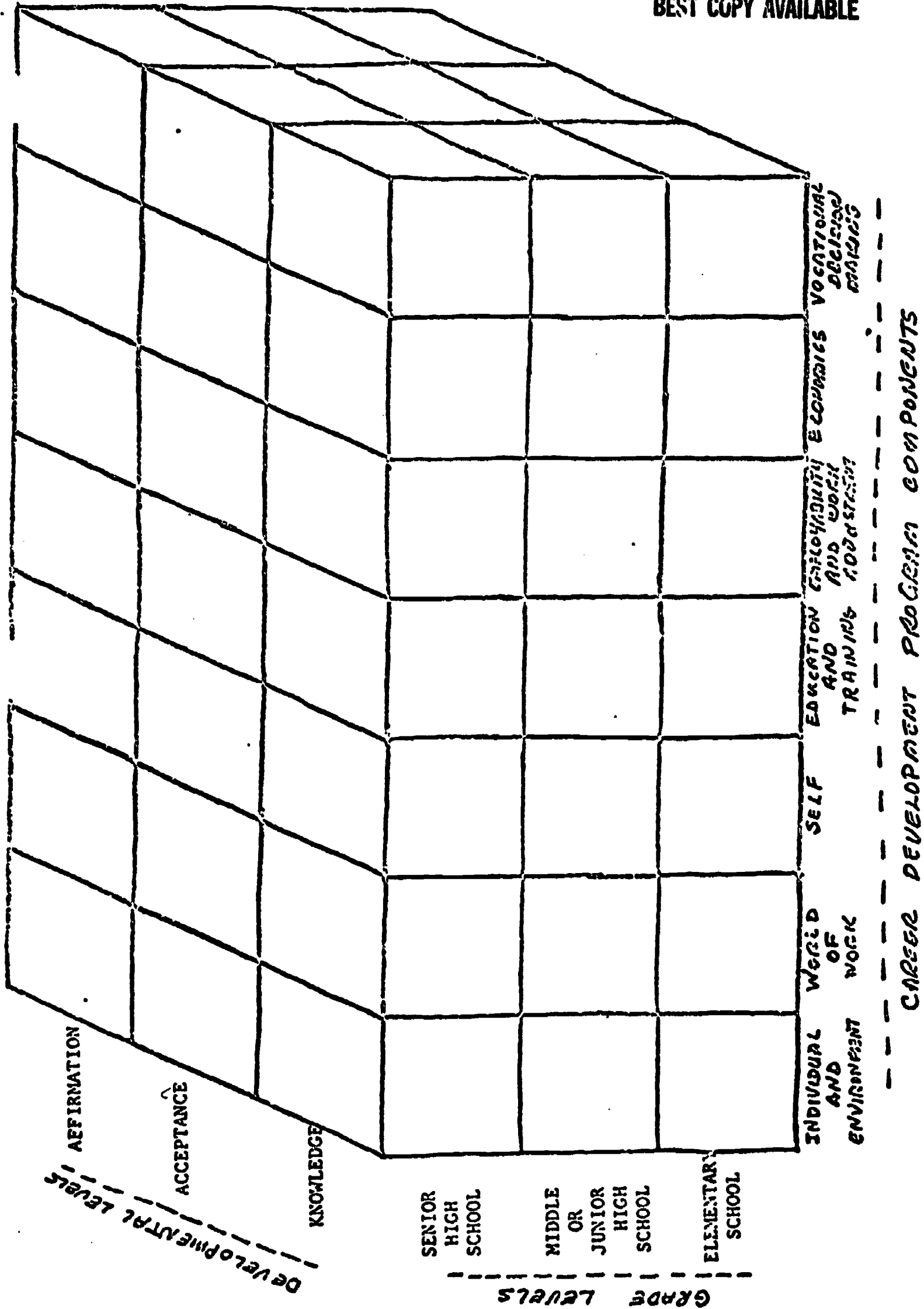


FIGURE 2. A CUBISTIC VIEW OF THE OHIO CAREER DEVELOPMENT PROGRAM MODEL

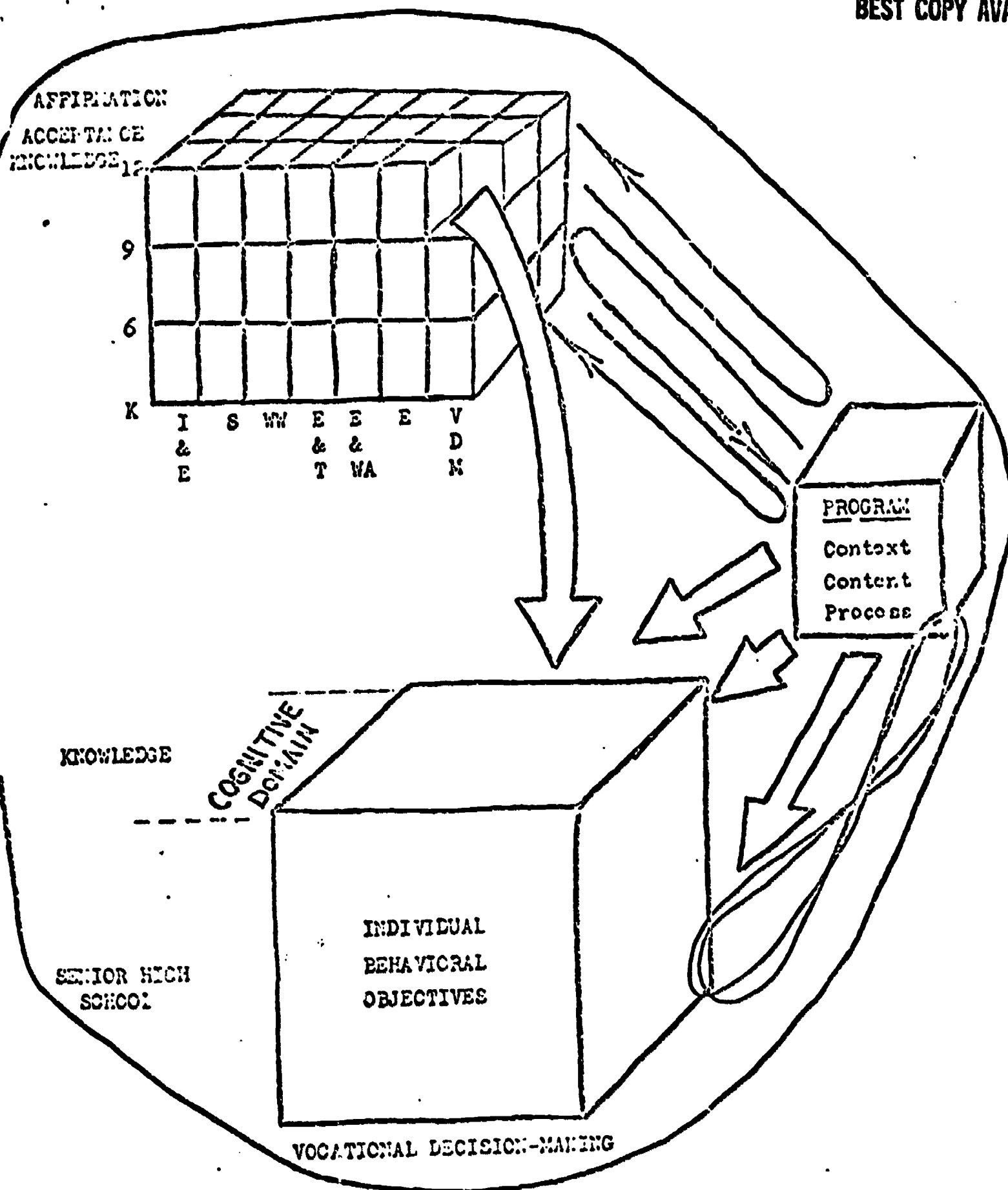
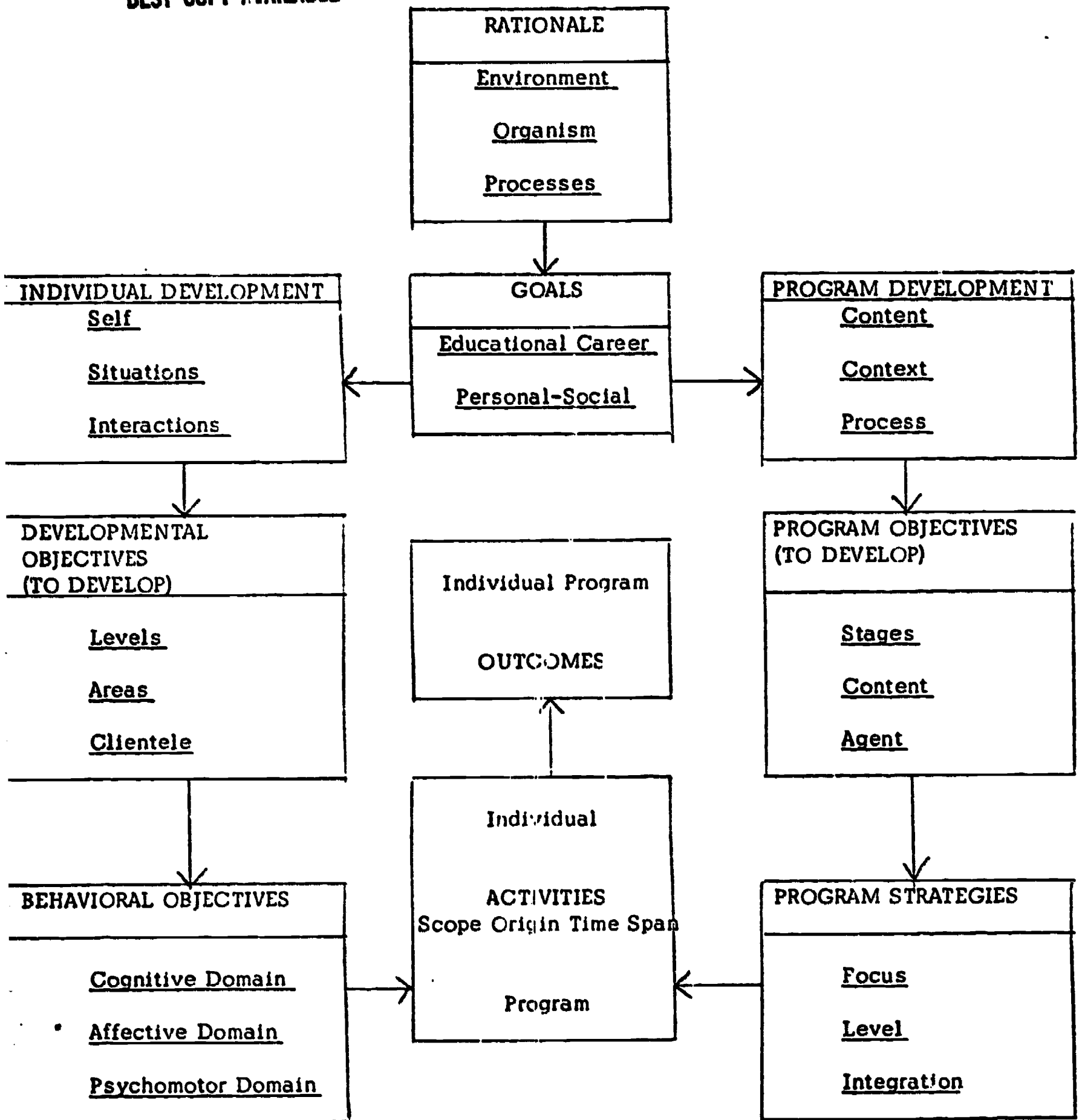


Figure 3. Relationships between objectives:
 Developmental
 Behavioral
 Program

APPENDIX C

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Conceptual Framework Parameters for Ohio Career Education Program Development

A WORKING MODEL FOR WRITING BEHAVIORAL OBJECTIVES

Adapted From Frank Wellman's Model for Writing Behavioral Objectives

Introduction. Typically objectives are closely associated with the traditional listings of role and function statements. These statements focused on inputs rather than outputs. For example:

- To promote effective interpersonal behavior
- To enhance self understanding.

These two objectives are not stated in behavioral terms. They lack a definition which allows for the evaluation of some desired outcome. In planning and implementing a career development program with objectives interrelated and sequenced by grade level, broad non-specific, and non-measurable statements such as these become unacceptable.

Elements of Behavioral Objectives. Writing behavioral objectives requires understanding of four elements which constitute the "grammar" of operational objectives writing: (1) the situation, (2) the population, (3) the treatment, and (4) the outcome.

These elements need further explanation:

Every action occurs in a context which delimits and determines the meaning of events within it. The variables of this context must be declared as aspects of the SITUATION, or relevant factors of time and space.

A second reality aspect of any operation is the POPULATION which the action is intended to affect. Definition requires specification of existing characteristics of this group in sufficient detail to permit precise determination of the changes occurring in the group identified.

TREATMENT defines the input which is intended to create change. This input could occur in the form of methodology, media materials, activities, time variations, etc. Whatever form used in the treatment should be defined. The role and function of the counselor in the objective is covered under this element.

Finally, the results of any action taken to create change must be identifiable as measurable OUTCOMES. To be measurable, provision must be made for examination of some dimension which could be measured.

If, in addition, the writer is concerned with programs budgeting requirements, he must further define such outcomes in terms of the minimum acceptable level desired to justify the allocation of staff time, money, etc. Thus an OUTCOME permits a determination of whether the difference mattered in terms of human values, cost, etc.

AN ILLUSTRATION OF WELLMAN'S FOUR ELEMENTS

A second grade teacher in a rural school might be trying to provide experiences to help each student "develop an awareness that an individual's type of work depends upon his environment." In the grammar of behavioral objectives this developmental objective would be identified as shown below.

Time and place shown	SITUATION:	Given an elementary school in a rural farming community, with
Group identified and characteristics implied	POPULATION:	all second grade students
Definition of input intended to create change including activities, media, agent and time involved	TREATMENT: (Input)	having viewed a film-strip about city life
Showed what would be observed and what level of performance was expected	OUTCOME: (Output)	each child can list six city jobs.

Final or complete objective: Given an elementary school in a rural farming community, with all second grade students having viewed a filmstrip about city life, each child can list six city "jobs."

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**EXAMPLES OF DEVELOPMENTAL, BEHAVIORAL AND
PROGRAM OBJECTIVES FOR •
SELF**

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- I. DEVELOPMENTAL AREA - SELF
- II. EDUCATIONAL LEVEL - ELEMENTARY K-6
- III. DEVELOPMENTAL OBJECTIVE (KNOWLEDGE)

To develop a knowledge of self as it relates to career development.

A. Behavioral Objective (Cognitive)

- Situation - Given two hours of classroom time and some pictures which depict a person engaged in thinking, feeling and behaving for all
- Population - second grade students and
- Treatment - following a lesson about self-development, which involves the use of stories, films and puppets,
- Outcome - 90% of the students will be able to make
Criterion basic distinction between thinking, feeling, and behaving.

B. Program Objective

- Context - To provide for each second grade classroom (setting), a teacher and a counselor (agents), storybooks, films, scripts, and puppets (materials)
- Content - demonstrating personal development
- Process - through puppet shows, storytelling and discussions.

- I. DEVELOPMENTAL AREA - SELF
- II. EDUCATIONAL LEVEL - MIDDLE OR JUNIOR HIGH SCHOOL
- III. DEVELOPMENTAL OBJECTIVE (ACCEPTANCE)

To develop a greater acceptance of self relative to career development.

A. Behavioral Objective (Affective)

- Situation - Given one hour of classroom time and a list of 20 adjectives which describe persons in terms of thinking, feeling and behaving for all
- Population - seventh grade students, and
- Treatment - following a small-group interaction during which students will provide feedback to each other regarding their personal preferences for an occupation
- Outcome Criterion - 80% of the students will describe their thoughts, feelings, and behavior during the discussion on the adjective checklist, listing at least one reason for their thoughts, feelings and behavior.

B. Program Objective

- Context - To provide for each seventh grade classroom (setting), a teacher and a counselor (agents), paper, pencils and an adjective list (materials)
- Content - and an opportunity to rate their thinking, feeling and behaving as it relates to career development
- through small-group interaction.

- I. DEVELOPMENTAL AREA - SELF
- II. EDUCATIONAL LEVEL - SENIOR HIGH SCHOOL
- III. DEVELOPMENTAL OBJECTIVE (AFFIRMATION)

To develop an affirmation of self in relation to career development.

A. Behavioral Objective (Affective)

- Situation - Given one hour of class time and one-half hour of group counseling per each cluster of students for all
- Population - eleventh grade students, and
- Treatment - following a small-group counseling session, during which students discuss how occupations affect their thinking, feeling and and behaving about self
- Outcome - 75% of the students will be able to explicitly write five reasons why occupational choice will influence the way they think, feel and behave toward self.
- Criterion

B. Program Objective

- Context - To provide for each eleventh grade classroom (setting) a teacher and a counselor (agents), paper and pencils (materials)
- Content - and an opportunity to respond verbally to the relationship between occupational choice and self (or respond in written form)
- Process - through small-group counseling.